

# **DESIGN OF MATERIALS AND EDUCATIONAL RESOURCES ADAPTED TO ETCS: PROJECT OF APPLICATION OF THE NEW TECHNOLOGIES TO TEACHING OF HISTORY OF THE SPANISH LANGUAGE AND ITS VARIETIES**

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## **Abstract**

The adaptation to the new European Higher Education Area favours the assumption of the new technologies as one of the means that improve the quality of education and the process of student's learning. The best assimilation of the theoretical and practical contents of the different subjects and the stimulus that the use of these resources for the independent learning of the student supposes, justify the attention lent to the formal aspects of the educational methodology, and to its consequent didactic process.

The project that we presented finds its justification in the measures that the University of Cadiz has started up in the occasion of the process of European Convergence, and that are materialized, in this case, in the Call of Educative Innovation of the educational and investigating personnel of the European Project. Our work assumes as main target the optimization of the educational resources, from the possibilities that offer new technical means, with the creation of educational, audio-visual and computerized material, adapted to the contents of the implied subjects, and with a joint work of the teaching staff who allows the creation of a repository of computerized material that has stable character and that can be taken advantage of by the group in its later educational work. In this sense, this contribution tries to show the different lines of performance that the members of the project develop at the present time, and that takes shape in the creation of different resources as the elaboration from presentations in Power Point, the computerization of real samples of speech and the creation of a model that allows to elaborate computerized text commentaries, from hyperlinks and different links.

## **Keywords**

Learning and Teaching Methodologies, ETCS experiences, Group of Teaching Staff Formation.

## **1. ANTECEDENTS**

The process of European Convergence has supposed a constant effort of the educational equipments in their adjustment to the directives marked by the European Higher Education Area. The creation of the new titles of degree and the establishment of educational programs expressed in objectives and competences orientated in a more wide and integral formation of the student, need of a joint reflection in relation so much to the contents that are given as to the resources didactic that are better adapted to its assimilation and development.

This diversification of the educational methods, which tries to limit the traditional weight of the magister lesson and to make the student the protagonist role of his learning, makes possible, likewise, the

incorporation of the new technologies in the process of education as measure that favours the autonomy and development in the learning. See in this regard the communication "Evaluation templates and fulfilment of the university formative objectives: diversification and transversality of criteria in subjects of Spanish language and Theory of Literature", presented in this congress.

The project that we presented with the title "Didactic process of audio-visual and written materials for the teaching of the History of the Spanish and of its varieties, adapted to the ETCS", places inside the measures adopted by the University of Cadiz on the occasion of this process and that materializes, in this case, in the university educative innovation of the educational and research staff (2008 call), of the Europe Project. Our work starts from the experience developed by the group in the previous innovation call (2006/2007), in that we carry out the project "Planning and development of materials for the practices in virtual support of the History of the Spanish language and of its varieties". With the participation in these projects, the members try to create a space of exchange among the professorship responsible for subjects belonging to the same itinerary curricular, centred on the study of the origin and development of the Spanish and of its varieties, in order to try to establish the different aspects of the process previously outlined. In this regard, the initial project was centred on two fundamental lines of action: a) analysis of the programmings of every subject; establishments of objectives and competences for each of them; and adequacy of the educational methods (first phase); b) design of materials and activities in virtual support (second phase). And it was specified in the following resources: assessment questionnaires, glossaries, discussion forums, Power Point presentations, didactic process of audio-visual material and computer design for philologic practices. The present project is understood as a continuation of this second phase, from the exploitation and development of certain resources very weakly represented in the aims reached in that one (Power Point presentations and computerization of commentaries of texts).

## 2. JUSTIFICATION OF THE PROJECT

Assumed the new conditions of the educational university activities, of agreement with the premises, generally accepted, of the European Higher Education Area, the search of our aims explains the motive of this project. On one hand, we approach the horizontal coordination as way for the interrelationship and global participation of the educational estate responsible for the implied subjects. On the other hand, the second aim refers to introduction of the new technologies as instrument that improves the quality of the education and improves the learning process of the pupil. In the third proposed line, it is a question of constructing a repository of computerized material that has stable character and that could be taken advantage by the group in its educational later labour, as way of optimizing the set of the educational resources. We think that with these proposals it is achieved to relieve considerably the load of work of the teacher, the access of the pupils to the contents of the different subjects is facilitated, and the active participation of the students in the education is promoted.

## 3. DESCRIPTION OF THE PROJECT

The project presents two phases of accomplishment. The first phase centres on the search and selection of the material that will be used in the production of the different didactic resources (maps, graphics, oral and written samples, etc.) and in the putting jointly among the members of the group, and extend from the beginning of the call until September, 2008. In this first stage there appear the means most adapted for every subject, according to the educational needs of each one of them, and there are outlined the affinities that exist among the same ones, in order to establish small groups of works from the structure, content and methodology that these demand.

(Table 1. Subjects that form a part of the project)

Group A	History of the Spanish language (main 4th course Hispanic Philology) Evolution of the Spanish (Classroom of Older Students) Spanish of Arabic origin (elective subject Arabic Philology)	Assessment Questionnaires Power Point Presentations (maps, graphics, etc.) Power Point Presentations (philologic practices)
Group A-B	Diachronic linguistic commentaries of Spanish texts (elective Hispanic Philology)	It shares the ones corresponding to groups A and B

Group B	Hispanic Dialectology (obligatory 5th course Hispanic Philology) Spanish in America (obligatory 5th course Hispanic Philology) Spanish Sociolinguistics (optative, Hispanic Philology)	Assessment Questionnaires Power Point Presentations (maps, graphics, etc.) Computerization of audio-visual material Computerization of commentary of texts
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The second phase contemplates, in turn, two differentiated moments: the first one dedicated to the computerization of materials (Power Point presentations and audio-visual material), that extend from October, 2008 to February, 2009; the second one comprise the computerization and didactic process of materials (commentary of written texts), from March, 2009 to June, 2009. In an additional way, there appears the review of the resources and activities realized in the previous call, in order to perfect, to complete and to value the realized work till now.

The development of the project has supposed possessing the tools of the Virtual Campus of the UCA for the adjustment of the different designed activities, specially for the first project. The most used resources and, therefore, capable of valuing at this moment have been the following:

(Table 2. Resources and objectives in first project)

RESOURCES	OBJECTIVES
Assessment Questionnaires (specially on the contents that the student has had to work in autonomous form, from the reading book and specializing articles)	To facilitate to the student the assimilation of the matter and his feedback; to orientate on the essential aspects that the teacher emphasizes in every reading, so that the pupil should realize the activity in a most significant and specific way
Terminological glossaries	To emphasize the cooperative work of the student and to acquaint them with the terminology of every discipline. To develop his critical capacity and his written expression adapted to the scientific language
Discussion forums	To favour the exchange of information and the critical attitude of the student; to develop the skills related to the construction of ideas and the written expression

For the incorporation in the educational practice of audio-visual matter, though it was considered to start initially from the virtual platform of the University, for technical problems, it has been more advisable its presentation by means of slides in Power Point format. Likewise, this one has been the system used for the philologic practices, for the register of maps, graphics and illustrative texts, as well as, and in a provisional way, for the commentary of texts. Nevertheless, the virtual campus has served also as repository of materials. The following table shows the types of activities and materials registered up to the moment for the second project the objectives that they prosecute.

(Table 3. Resources and objectives in second project)

RESOURCES	OBJECTIVES
Register of maps, graphics and texts (Virtual Campus, Power Point)	To facilitate the pursuit and assimilation of the matter by students, from a better organization of the contents and with elements that help its contextualization and illustration
Practical philologic (Power Point)	To facilitate the assimilation of the contents
Computerization and didactic process of audio-visual material (real samples of speech) and elaboration of didactic guides	To illustrate on the given contents and to favour the comprehension of the linguistic studied phenomena. The didactic guides seek to favour the autonomous student's learning
Commentary of texts: computer design and development of philologic practices from written texts, with different chronology and typology	To acquaint the pupil with the philologic labour, and with his investigative task, beside developing his critical capacity

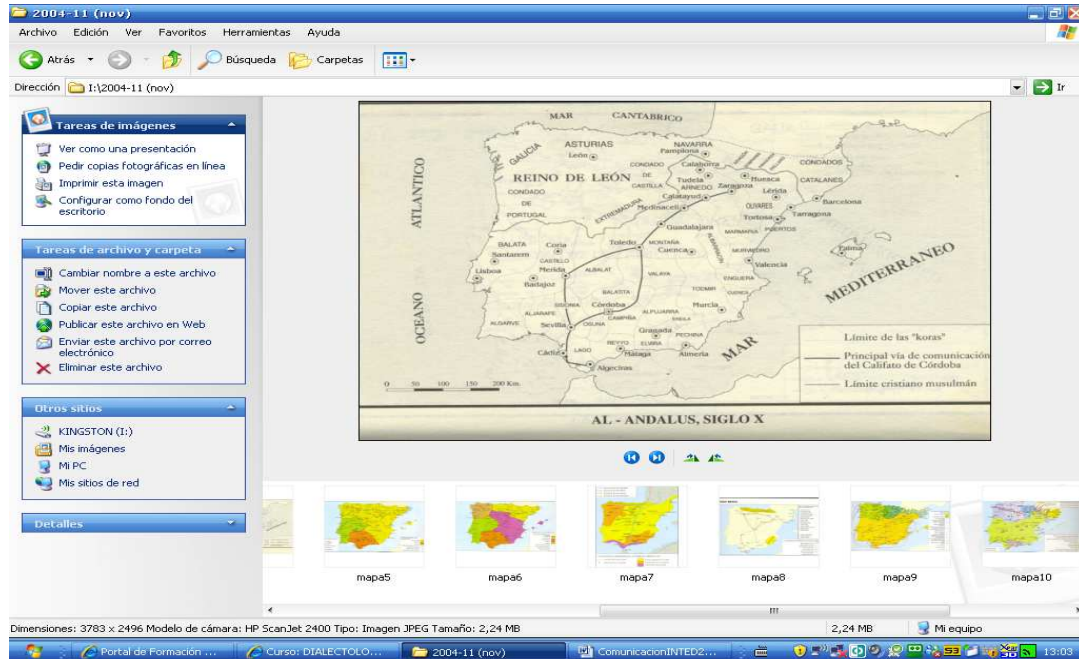
before different types of speeches. It favours the student's autonomous learning

## 4. RESULTS AND APPLICATION OF THE PROJECT

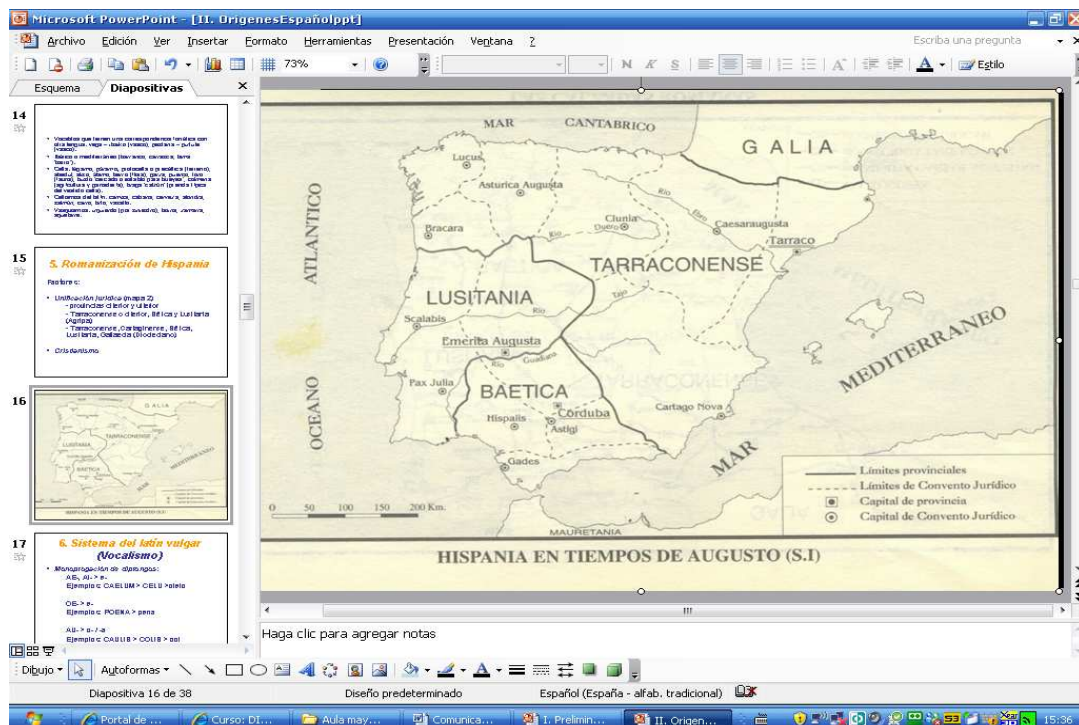
We introduce now a sample of the material results obtained up to the date.

The register of maps, graphics and texts has served so much for the improvement of the educational labour as support and illustration of the exhibitions of the teacher in class (figures 1 and 2), as for the facilitation of theoretical and practical material for the students (figure 3).

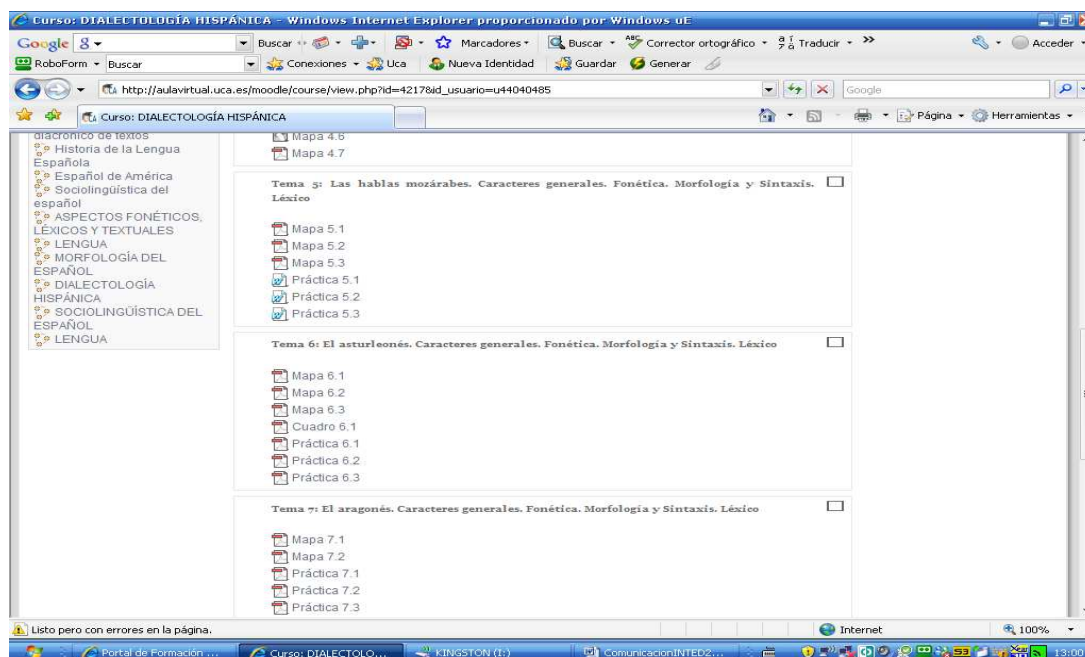
(Figure 1)



(Figure 2)



(Figure 3)



The philologic practices have tried to take advantage of the resources that offer the presentations in Power Point format to present some exercises that can be completed by the student, but that offer, in the second moment, solutions for each of them. Hereby, the possibility of realizing an individual and own work is offered, with full temporary and spatial availability (figures 4 and 5).

(Figure 4)

*Prácticas (tipos de cambio)*

1) Relacione estas formas con los cambios fonéticos que las producen


Abrotanu > brotanu		asimilación
Minacia > amenaza		prótesis
Bilancia > balanza		metátesis
Sibilare > silbar		aféresis
Spatula > espalda		síncopa
Animam > alma		disimilación



(Figure 5)

## Actividad 2

### Sobre grafías, sonidos y fonemas

- Actividad en grupo de clase, juego de emparejamiento
- Se hacen 4 grupos de fonemas, 1 de vocales y 3 de consonantes
- Para cada fonema, se distinguen 4 fichas según la categoría:
  - Descripción fonológica
  - Fonema 
  - Grafía
  - Ejemplos

In the present stage of the project it has been achieved to assemble an important number of oral samples (figure 6) and one has proceeded to its incorporation in slides, which allow the use both of the teacher and of the student. It remains to complete yet this material with didactic guides who facilitate its pursuit, with explanations of the registered phenomena and with a systematizing in case of the audio-visual extensive samples, as which turns out to be reflected in the figure 7.

(Figure 6)

### *Audio (Español de América. Rasgos fonéticos)*

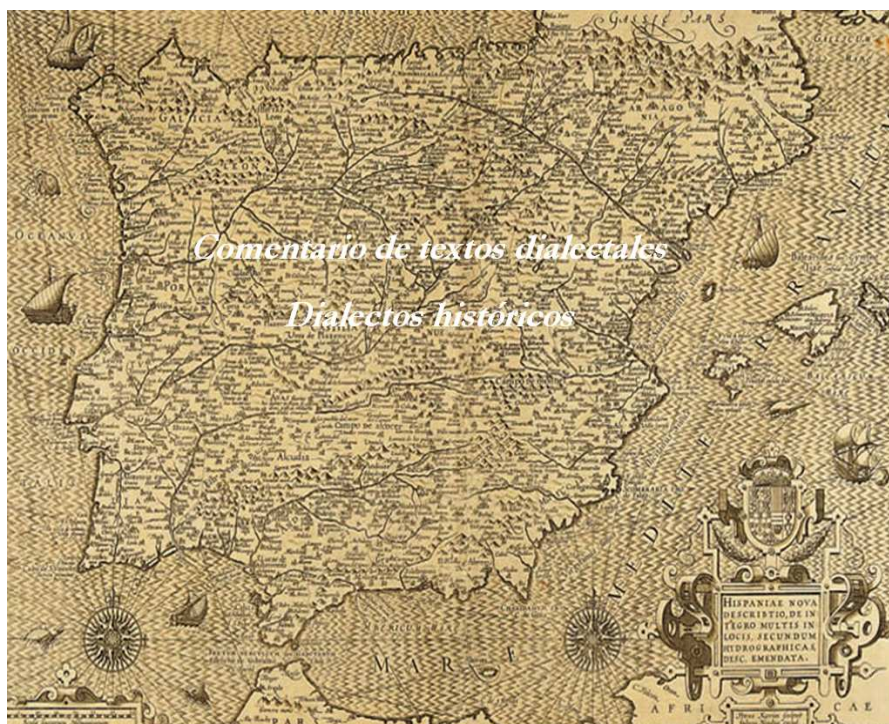
- *Seseo y Zeísmo* 
- *Fricatización /ç/* 
- *Resultados [h]* 
- *Neutralización r / l* 

(Figure 7)



The model of commentary of texts that we presented, as it is said, a provisional character, subject to the advances that the members of the group should realize in the managing of other most complex formats and to the advice of specializing personnel. In any case, the offered sample reflects, yet in a very rudimentary way, the different elements that we have valued for its configuration, as the direct access, by means of buttons, to the different varieties and phases of the commentary (figures 8 and 9), or the incorporation of audio files, which accompany the texts presented (figure 10).

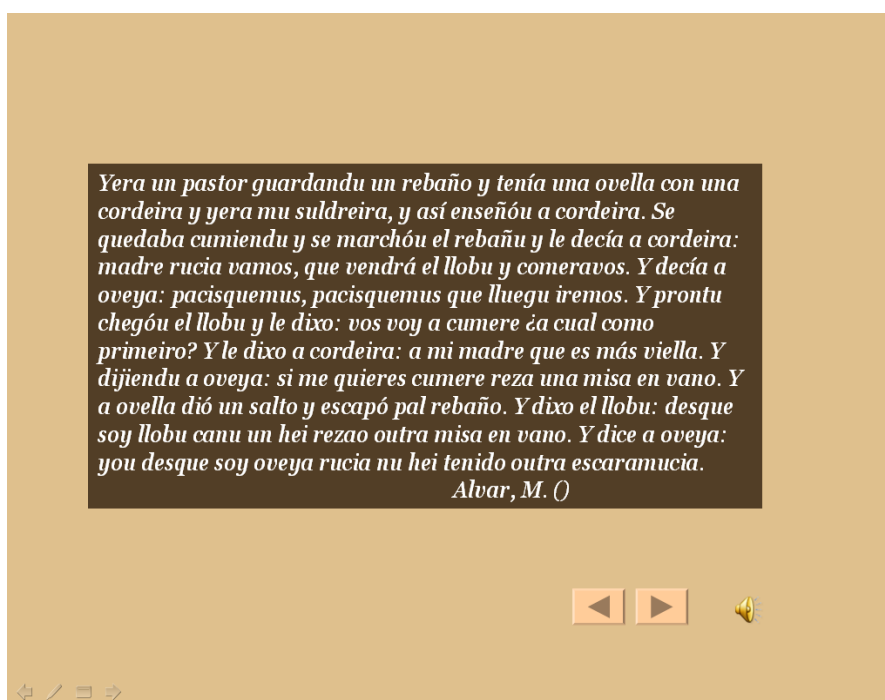
(Figure 8)



(Figure 9)



(Figure 10)



## 5. FINAL CONCLUSIONS

The putting in practice of the different activities and materials has been realized in a sequential and progressive way, as the project was advancing. Its valuation has tried to unite both agents involved in the teaching-learning process. On the one hand, there has been born in mind the opinion of the student body, obtained across surveys and polls brings over of the utilization of the resources; and on the other hand, one has relied on an evaluation by teachers, who analyze the degree of implication and participation of the students in the different proposed activities, as well as the achievements obtained with the teamwork. The results in numbers and statistics that the Virtual Campus provides add one more indicator of objective validity.



The acquired experience since the project was started confirms that, in the process of renovation of the educational system, the numerous aspects which the teacher must face cannot settle without the teamwork and the joint reflection. In the specific area of this project, the design and the management of the activities from the tools that provide the new technologies have met clearly stimulated by the exchange of experiences of the members of the group, who could have outlined the options most adapted in every case and to solve the disadvantages detected in its course. From a practical perspective, the creation of a shared material, which optimizes the didactic available resources, has lightened to relieve considerably the load of work of the teacher, involved in this process of transformation, simultaneously that has favoured the educational organization, from a gradual sequence of the contents and of the resources and materials adapted to every subject.

Likewise, our application, in the educational practice, of materials and activities supported on the new technologies corroborates the initial exposition of the project, according to the offer that it is defended by the new European Area, and shows how the education based on the constructive learning of the student becomes more effective by the use of these resources. The management of the subjects across the Virtual Campus, in spite of the initial reticences before the new thing, has managed to improve the degree of participation of the student body, which indicates, as some of its benefits, the access organized to the contents of every course, and the temporary and spatial flexibility that it provides, from a few materials always available. The resources enabled from the first project, specially discussion forums and glossaries, allow the fluid exchange of information among the participants of the course, who turn into protagonists of their own learning, from the negotiation with the companions. Finally, we must insist on the advantages that obtain so much of the assessment questionnaires as of the Power Point presentations, for the student's autonomous and responsible work and for the comprehension of certain aspects. Even so, the achievements have not been comparable in all the cases and depend on varied factors, such as the present situation of every subject, with regard to its official adjustment to the European model, or as the particular characteristics of the different groups of students (number of participants, degree of cohesion of the groups, etc.).